


South Shore Academy Pupil premium strategy statement

 Das Bildelement mit der Beziehungs-ID r1d14 wurde in der Datei nicht gefunden.

1. Summary information					
School	South Shore Academy				
Academic Year	2020/21	Total PP budget	£498,392.51	Date of most recent PP Review	October 2020
Total number of pupils	751	Number of pupils eligible for PP	68% 508 pupils	Date for next internal review of this strategy	April 2021

2. Barriers to future attainment (for pupils eligible for PP)

Barriers	
A	Pupil premium pupils across the academy making less progress than non-pupil premium.
B	Literacy skills on entry are low for many students which slows progress across the curriculum and remain lower in KS3 than required for the new GCSE curriculum
C	Attendance of the pupil premium students is lower than their none-pupil premium peers.
D	A high % of disadvantaged students experience social, emotional and mental health issues affecting their behaviour and attendance, impacting negatively on progress.

3. Key Objectives

A	To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	Gap narrowed significantly between the academy's pupil premium students and national non pupil premium students by the end of KS4 in Maths, English and Ebaac subjects and in overall progress 8 scores.
B	To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	Pupil premium pupils make rapid progress by the end of the key stage enabling them to access GCSE curriculum. Year on year reduction of stanine 1 and 2.
C	To raise attendance of disadvantaged pupils and reduce PA	Attendance gap narrowed significantly between pupil premium and non pupil premium students.
D	SEMH issues for identified groups of pupil premium students are further addressed.	The development of pathways to support pupil premium students with significant challenging behaviours and high levels of emotional needs enabling all pupil to make the necessary progress to attain well.

Key Objective	Intervention	Rationale	Success Criteria	Led by	Cost
A: To improve the rates of progress for pupils eligible for pupil premium in KS3 and KS4.	Overstaff Maths to facilitate a wider setting range.	More personalised support for students with higher levels of need.	Improved outcomes in Maths at key stage 3 and key stage 4 enabling students to access other subjects successfully.	RW	£25,000
	Further development of register and read utilising Reciprocal Reading strategies.	EEF KS3 project evidences significant improvements using this approach.	Improved reading scores evidenced on GL assessments and end of KS4 outcomes.	BK	£2,454
	Overstaff PE to develop enrichment opportunities for all students.	EEF research shows that on average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	All students participate in wider enrichment opportunities and therefore we would see improved attendance and outcomes for all.	SHO	£20,000
	Class charts introduced to support remote learning and home learning across all subject areas.	EEF research shows that the impact of homework, on average is five months' additional progress.	Increased use of class charts to access home learning and remote learning leading to improved outcomes.	RW / SC MLL	£1632
	Targeted CPD	All research shows that the	Increased use of these pedagogies in	SC / BK	£15,000

	<p>Reading</p> <p>Vocabulary instruction</p> <p>Subject specific Literacy</p>	<p>most important factor affects the outcomes of pupils is the quality of teaching that they receive. This is true for all students but particularly true for students from disadvantaged background.</p>	<p>observed lessons/seen in work scrutiny leading to improved outcomes.</p>	<p>MLL</p>	
	<p>Introduction of study skills</p>	<p>Many students struggle to organise themselves.</p>	<p>Strong study habits embedded to enhance students' organisation and revision strategies.</p>	<p>SC</p>	<p>£4,000</p>
	<p>iPad and Laptops</p>	<p>EEF Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	<p>Analysis of data at each data capture. Student voice to assess the impact of using the new technology in lessons. Engagement in lessons observed in lesson observations</p>	<p>RW SC MLL</p>	<p>£46,025</p>
	<p>Improved access to enrichment opportunities to support learning and personal development.</p>	<p>A range of extracurricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further social and emotional learning through digital technology, one-to one support, sport and music.</p> <p>EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months)</p>	<p>Improved attendance and outcomes for all students.</p>	<p>PN</p>	<p>Covered via OA</p>

B: To improve basic literacy skills for pupils eligible for pupil premium in Y7-9	Targeted interventions delivered by HLTAs	EEF Teaching and Learning Toolkit research: small group tuition (+4 months). Internal data from 2018/19 demonstrates the impact of Lexonic and Lexonic leap interventions.	Students' standard age score in reading increases in line with national average. There are fewer students in stanine 1, 2 and 3. An increased number of students achieve the higher stanines for reading.	BK Assistant Headteacher for literacy. SENDco	£63,842
	Implement an expanded curriculum in KS3 to include focused reciprocal reading teaching sessions.	EFF KS3 project evidences significant improvements using this approach.			
C. To raise attendance of disadvantaged pupils and reduce PA	Attendance Officer and additional PWO days	PP students are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Home visits improve outcomes in attendance.	Students, parents and carers have improved attitudes to learning and recognise the critical importance in the attendance to school.	AP	£64,287
	Pastoral staff and Heads of year to coordinate targeted support and interventions for pupil	Pastoral staff and Heads of Year have holistic awareness of pupil premium students' attainment			

	<p>premium students.</p> <p>Rewards for attendance and publicity relating to the importance of attendance to students and parents/carers.</p>	<p>and pastoral needs.</p>			
	<p>Uniform and equipment supply for pupil premium students.</p>	<p>Barriers to learning significantly reduce to ensure equality of success to learning.</p> <p>Experience of the school demonstrates students appreciate the breakfast and it provides a positive focal point at the start of the day.</p>	<p>Barriers removed resulting in increased attendance.</p>	<p>RW</p> <p>PN</p>	<p>£20,000</p>
	<p>Employment of an independent careers advisor for CEIAG appointments and bespoke mentoring of students.</p>	<p>Careers education is crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. EEF</p>	<p>Increased number of students attending more aspirant courses / training, No NEET students in 2020.</p>	<p>PB</p>	<p>£8000</p>
<p>D. SEMH issues for identified groups of pupil premium students are</p>	<p>Dedicated behaviour mentors.</p>	<p>EEF Teaching and Learning Toolkit: Behaviour interventions +3 months.</p>	<p>In school support to provide stability, advice and strategies for vulnerable students often with severely dysfunctional lives.</p>	<p>OT</p> <p>RH</p>	<p>Covered via OA</p>

further addressed.	Nurture 6 weekly intervention programmes that link to Wave 2 and 3 of the SEN Code of Practice.	EEF Teaching and Learning Toolkit research: small group tuition (+4 months).	SEN disadvantaged pupils to make progress in line with national from their starting point in Year 7.	PN KB	£104, 118
	Counselling support NHS & Place2Be Mental Health lead PSHE	EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months).	In school support to provides stability, advice, guidance and strategies for vulnerable students often with severely dysfunctional lives.	PN	£74,681
Total Spend					£856, 208

